



WHI 1-ANALYSIS

ANALYSIS AND INTERPRETATION

SOURCES

**PRIMARY SOURCES ARE WRITTEN OR
DEPICTED (PICTURES) DESCRIPTIONS BY
PEOPLE WHO WERE AT THE EVENT AS AN
OBSERVER OR PARTICIPANT.**

- **EXAMPLES: JOURNALS,
LETTERS, SPEECHES, NEWSPAPER
ARTICLES, POLITICAL
CARTOONS, AUTOBIOGRAPHIES, WILLS, DEEDS,
FINANCIAL RECORDS**

SOURCES

- **SECONDARY SOURCES-INTERPRET OR ANALYZE PRIMARY SOURCES. 1 OR 2 STEPS REMOVED FROM ORIGINAL EVENT.**
- **EXAMPLES: HISTORY BOOKS,BIOGRAPHIES, TEXTBOOKS. INFORMATION IS GATHERED FROM *PRIMARY SOURCES* TO WRITE THE BOOKS.**

BIAS

- **TO EVALUATE THE AUTHENTICITY OF SOURCES YOU MUST BE ALERT TO BIAS. BIAS ARE WORDS AND PHRASES WHICH PRESENT A ONE-SIDED VIEW OF A PERSON OR EVENT. ALWAYS COMPARE SOURCES. IF 5 PEOPLE HAVE THE SAME ACCOUNT OF AN EVENT-THEN IT PROBABLY HAPPENED IN THAT WAY.**

****Both Primary and Secondary sources may have a slant or bias**

You need to look at both primary and secondary sources critically to see if they are promoting a particular point of view or showing both sides of an issue. Bias can also show up by what is left out, as much as by what is left in.

Primary Source Bias Example:

John Adams Personal Papers

In his personal letters to Thomas Jefferson, John Adams viewed his role in the creation of the Declaration of Independence as central. But, Thomas Jefferson, as the primary author of the document, gets much of the credit in history textbooks.

Secondary Source Bias Example:

History Textbooks

A history textbook is a secondary source. Because there is so much history to cover, much of what is discussed shows the positives and not the negatives. The author of *Lies My Teacher Told Me* provides less flattering, although factual, portraits of some individuals who have played significant roles in the history of the United States.

COMPASS ROSE

- A compass rose is used to find cardinal direction.

PRIMARY SOURCE- DURAN DIEGO-AZTECS



PRIMARY SOURCE



PRIMARY SOURCE



COLUMBUS' JOURNAL- PRIMARY SOURCE

- “These people are similar to those of the islands just mentioned, and have the same language and customs; with the exception that they appear somewhat more civilized, showing themselves more subtle in their dealings with us, bartering their cotton and other articles with more profit than the others had experienced. Here we saw cotton cloth, and perceived the people more decent, the women wearing a slight covering of cotton over the nudities. They have no religion, and I believe that they would very readily become Christians, as they have a good understanding.”

- They all go completely naked, even the women, though I saw but one girl. All whom I saw were young, not above thirty years of age, well made, with fine shapes and faces; their hair short, and coarse like that of a horse's tail, combed toward the forehead, except a small portion which they suffer to hang down behind, and never cut. Some paint themselves with black, which makes them appear like those of the Canaries, neither black nor white; others with white, others with red, and others with such colors as they can find. Some paint the face, and some the whole body; others only the eyes, and others the nose.

- It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them. If it please our Lord, I intend at my return to carry home six of them to your Highnesses, that they may learn our language. I saw no beasts in the island, nor any sort of animals except parrots."

BAYEUX TAPESTRY



INTERPRETING READINGS

- ALWAYS LOOK FOR **KEY WORDS** IN THE READING AND IN THE QUESTION- UNDERLINE, HIGHLIGHT, OR IF TAKING A TEST USE YOUR FINGER AS A GUIDE.
- ***READ IT SEVERAL TIMES AND COME BACK TO IF NECESSARY***

TIME LINES

- Timeline of the Revolutionary War 1754-1763

- The French and Indian War

- 1754

- June 19-July 11 The Albany Congress

- 1763

- Oct. 7 Proclamation of 1763

- 1764

- April 5 The Sugar Act

- September 1 The Currency Act

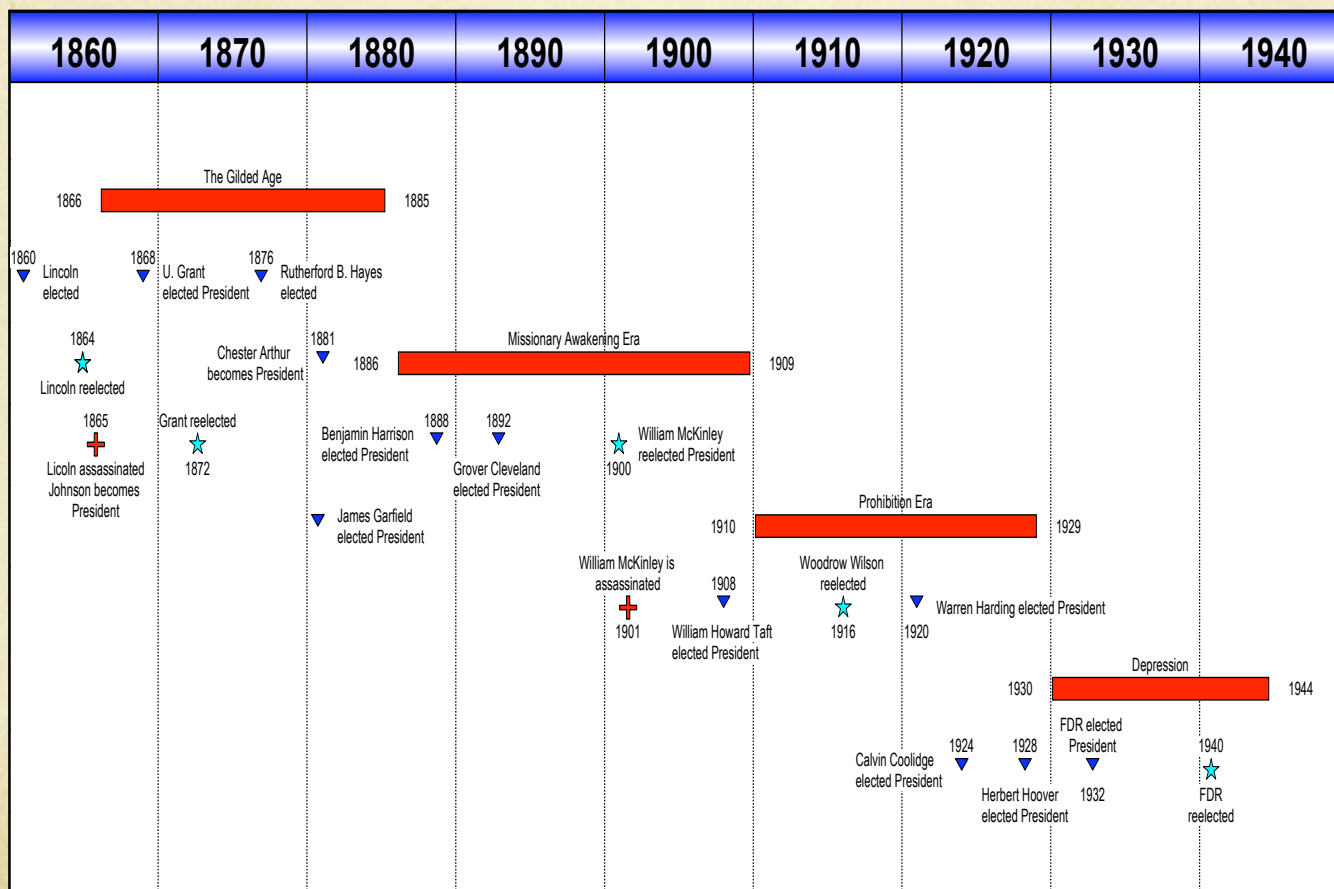
- 1765

- March 22 The Stamp Act

- March 24 The Quartering Act of 1765

TIME LINES

Timeline of American Presidents from 1860-1940

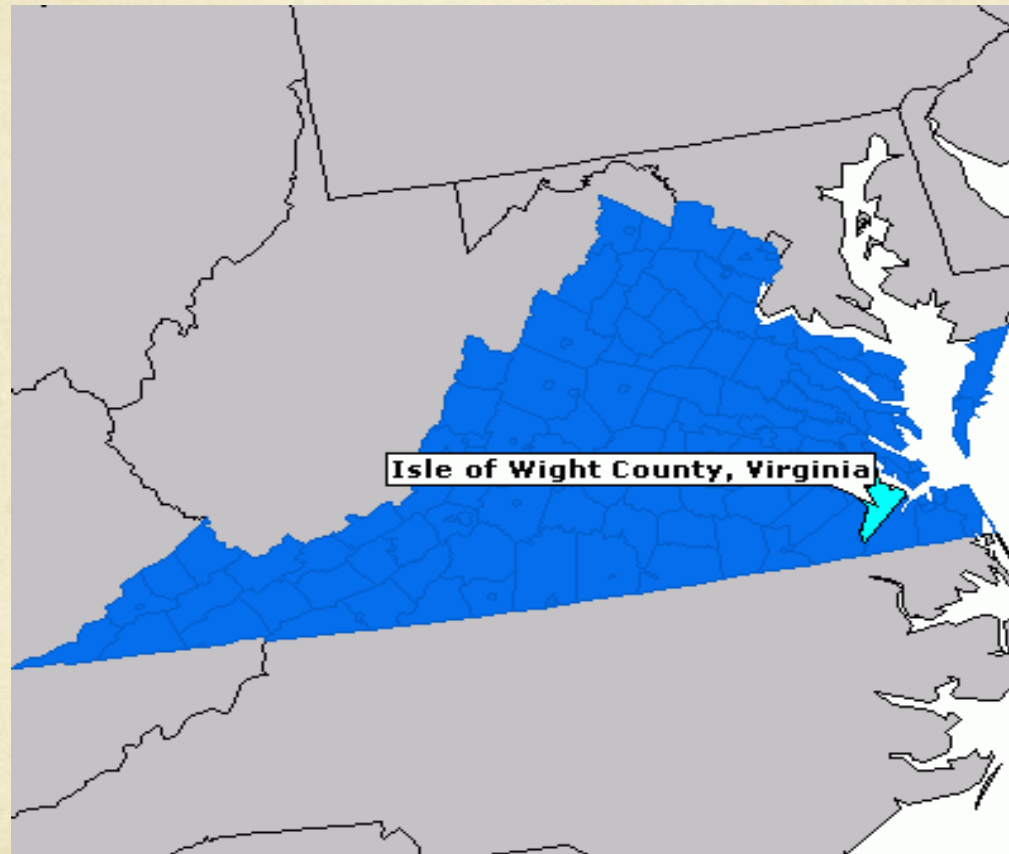


- 1001 Leif Ericsson Newfoundland Scandinavia
- 1492 Christopher Columbus San Salvador Spain
- 1493 John Cabot Nova Scotia England
- 1499 Amerigo Vespucci South America Spain and then Portugal
- 1510 Vasco de Balboa Pacific Coast of America
- 1513 Juan Ponce de Leòn Florida Spain
- 1519 Hernando Cortés southeastern Mexico Spain
- 1520 Ferdinand Magellan Southern tip of South America Spain

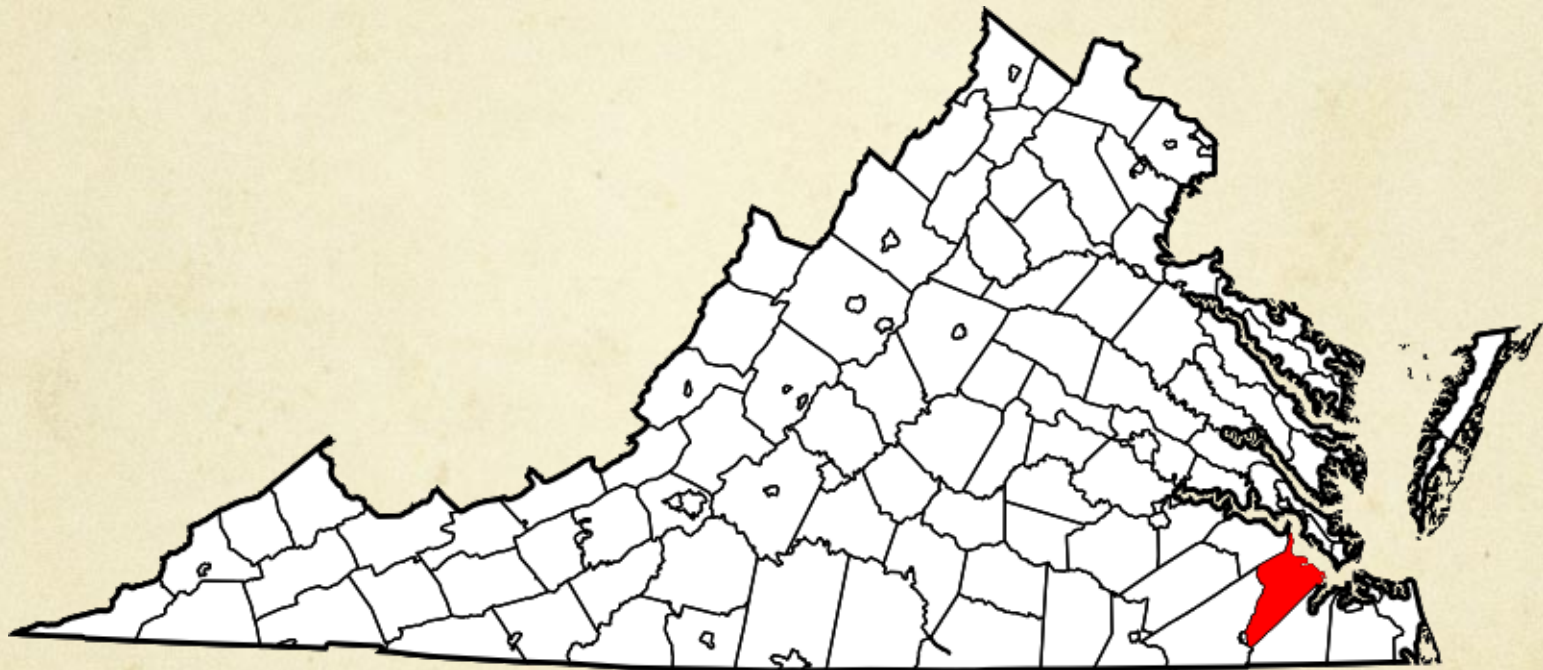
MAPS

- **POLITICAL MAPS-** show boundaries –Example *states and countries*
- **PHYSICAL MAPS-**show landforms like *deserts, mountains, and plains*
- **THEMATIC MAPS-**special purpose maps which focus on one topic

WHERE ARE YOU?



ANOTHER VIEW



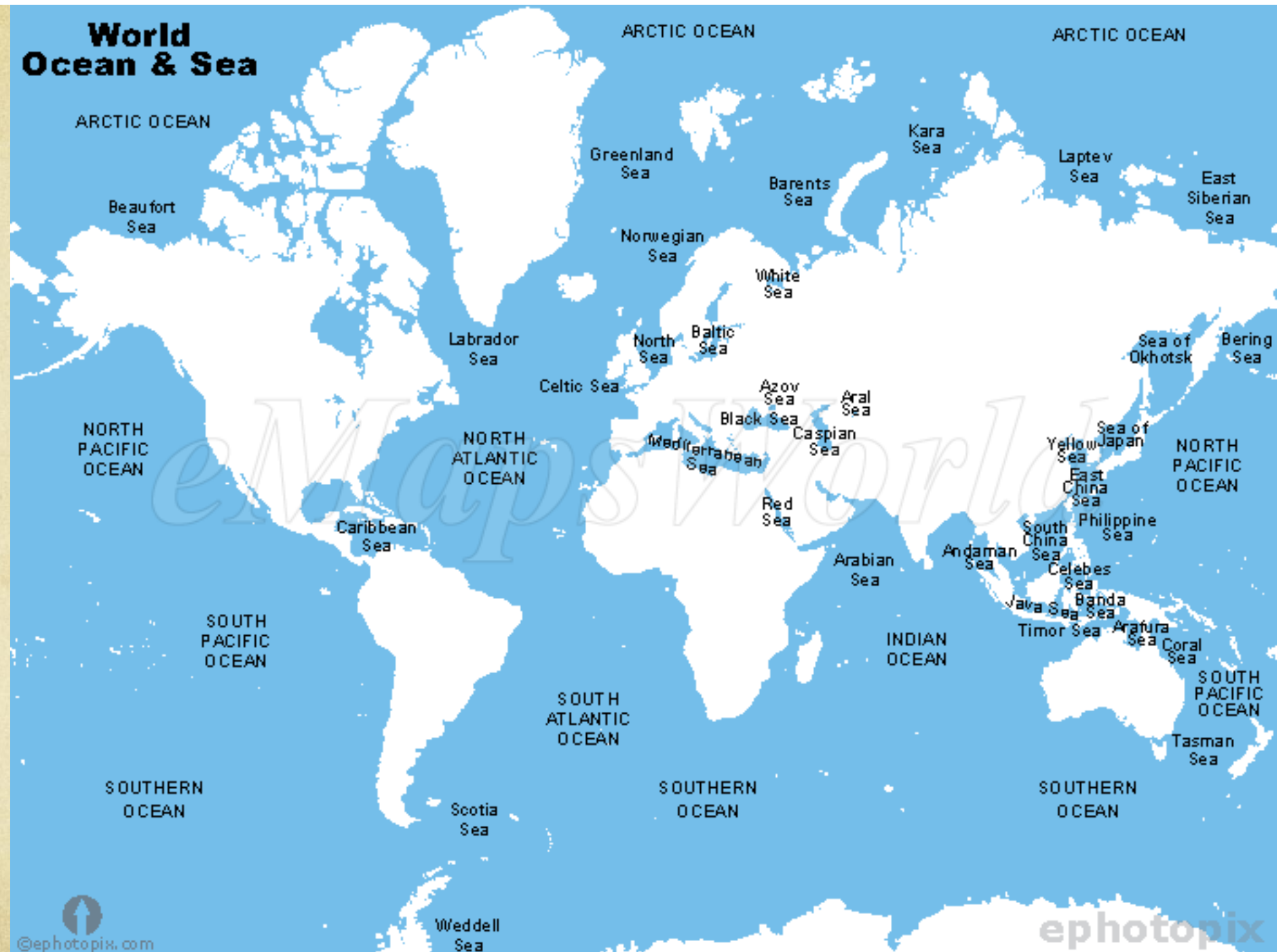
WORLD PHYSICAL MAP

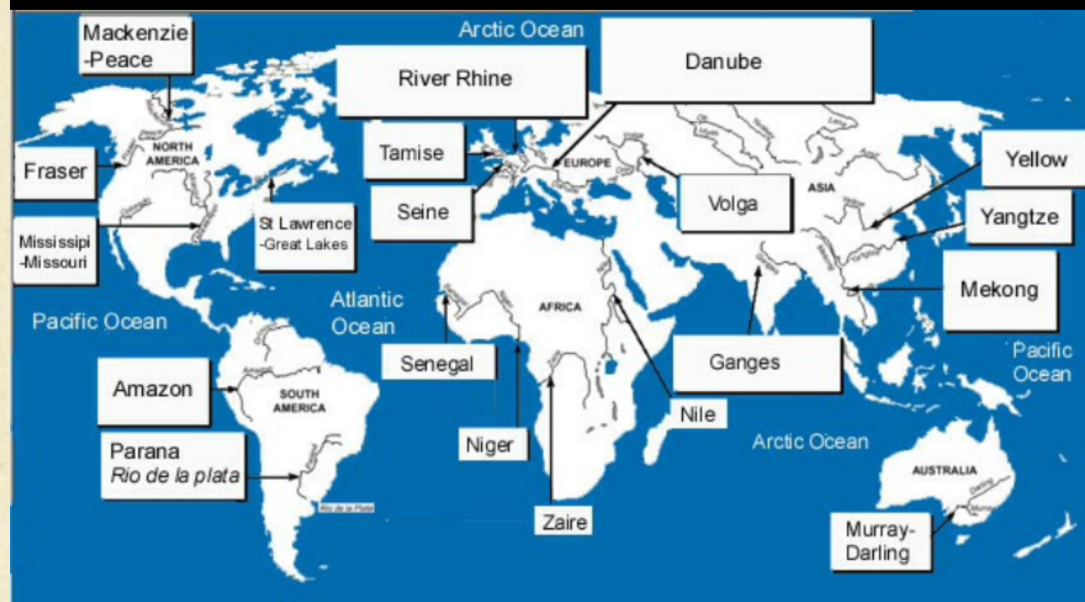


WORLD POLITICAL MAP



World Ocean & Sea



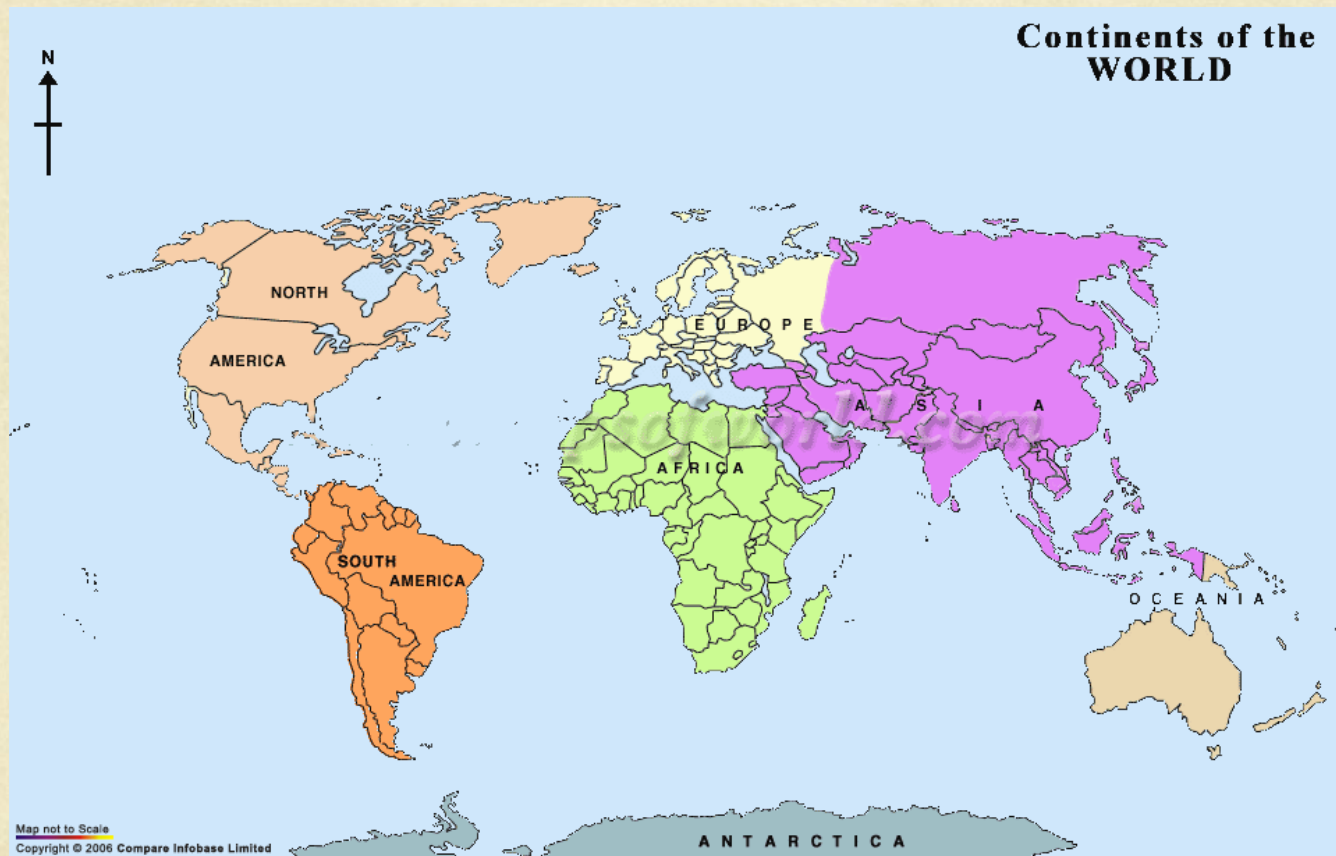


THEMATIC MAP



ROUTES OF THE FIRST AMERICANS

CONTINENT MAP



EUROPE MAP



UNITED KINGDOM



ASIA MAP



ANALYTICAL TERMS

- **FORMULATE-COME UP WITH**
- **INQUIRY-RESEARCH**
- **INTERPRETATION-DEFINITION**

- **.. THEREFORE A STUDENT SHOULD BE ABLE TO FORMULATE HISTORICAL QUESTIONS BASED ON INQUIRY AND INTERPRETATION.**

